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# Blue Lake Elementary School

282 N BLUE LAKE AVE, Deland, FL 32724

<http://myvolusiaschools.org/school/bluelake/pages/default.aspx>

## Demographics

**Principal: Scott Lifvendahl**

Start Date for this Principal: 7/26/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: D 2015-16: D 2014-15: C 2013-14: D
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	N/A
<b>Support Tier</b>	N/A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Volusia County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Blue Lake Elementary School is a Professional Learning Community committed to standards based instruction, small group intervention, and teacher collaboration to help ensure students reach their full potential.

#### **Provide the school's vision statement**

Ensuring all students receive a superior 21st century education.

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Lifvendahl, Scott	Principal	<p>Administrators: To oversee the day to day operation of the school, including but not limited to, implementation of MTSS, weekly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring the PST process and early warning systems, and monitoring progress towards SIP Goals.</p> <p>Academic Coach: provide instructional coaching and feedback to teachers, communicate with teachers and administration regarding data analysis and monitoring progress towards SIP goals.</p>
Benton, Stinette	Assistant Principal	<p>Assists principal with overseeing the day to day operation of the school, including but not limited to, implementation of MTSS, weekly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring the PST process and early warning systems, and monitoring progress towards SIP Goals.</p>
Cortes, Catherine	Assistant Principal	<p>Assist principal with overseeing the day to day operation of the school, including but not limited to, implementation of MTSS, weekly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring the PST process and early warning systems, and monitoring progress towards SIP Goals.</p>
Pitchford, Rebecca	Other	<p>Assists with management of grants and implementation of school programming to promote and support increase in academic achievement.</p>
Stevens, Barbra	Guidance Counselor	<p>School Counselor: support student's academic and social emotional needs, provides families with information and access to outside agencies, collaborates with outside agencies to assist in meeting the needs of the students, and provides Tier 2 and Tier 3 interventions for students in need of intensive support. The school counselor advocates and supports students and families.</p>

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	18	21	26	18	16	23	0	0	0	0	0	0	0	122
One or more suspensions	2	0	0	1	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	4	11	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	17	18	37	0	0	0	0	0	0	0	72

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	1	4	9	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

**Date this data was collected or last updated**

Friday 7/26/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	11	10	15	6	12	0	0	0	0	0	0	0	58
One or more suspensions	0	3	5	5	4	16	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	17	18	37	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	6	6	20	0	0	0	0	0	0	0	32

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	6	6	20	0	0	0	0	0	0	0	32

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	56%	57%	42%	55%	56%
ELA Learning Gains	38%	56%	58%	59%	51%	55%
ELA Lowest 25th Percentile	48%	46%	53%	49%	39%	48%
Math Achievement	49%	59%	63%	49%	60%	62%
Math Learning Gains	47%	56%	62%	58%	54%	59%
Math Lowest 25th Percentile	36%	43%	51%	48%	40%	47%
Science Achievement	47%	57%	53%	34%	58%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	18 ( )	21 ( )	26 ( )	18 ( )	16 ( )	23 ( )	122 (0)
One or more suspensions	2 ( )	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)	5 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	1 (0)	4 (0)	11 (0)	16 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	17 (0)	18 (0)	37 (0)	72 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	58%	-15%	58%	-15%
	2018	35%	56%	-21%	57%	-22%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	29%	54%	-25%	58%	-29%
	2018	53%	54%	-1%	56%	-3%
Same Grade Comparison		-24%				
Cohort Comparison		-6%				
05	2019	39%	54%	-15%	56%	-17%
	2018	35%	51%	-16%	55%	-20%
Same Grade Comparison		4%				
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	60%	-11%	62%	-13%
	2018	47%	58%	-11%	62%	-15%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	50%	59%	-9%	64%	-14%
	2018	58%	60%	-2%	62%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		3%				
05	2019	40%	54%	-14%	60%	-20%
	2018	38%	57%	-19%	61%	-23%
Same Grade Comparison		2%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	56%	-13%	53%	-10%
	2018	31%	56%	-25%	55%	-24%
Same Grade Comparison		12%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	28	33	19	33	29	37				
ELL	24	33	45	42	41	39	26				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	35	29	45	38	43	29	45				
HSP	32	36	40	48	41	33	31				
WHT	45	45		60	56	50	70				
FRL	35	36	49	47	45	35	44				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	51	45	19	58	58	27				
ELL	22	54	62	40	51	36					
BLK	36	72	53	39	63	54	24				
HSP	33	52	54	51	54	31	28				
WHT	54	54	30	54	56	54	47				
FRL	39	58	50	48	59	47	32				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

**English Language Learners**

Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

<b>English Language Learners</b>	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

School-wide: Math Lowest Quartile  
Grade level: 4th Grade ELA  
Sub-group: Students with disabilities ELA

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The greatest decline from the previous year is the ELA learning gains, decreasing from 59% to 38%.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

When compared to the state, 4th Grade ELA was shown to have the greatest gap. According to the data, 4th Grade ELA score was 29% compared to the state score of 58%. Further analysis indicates a decrease of 24% from the 2018 score of 53%. Factors that may have contributed to this gap are one less hour of instruction per day and fidelity of intervention implementation.

#### Which data component showed the most improvement? What new actions did your school take in this area?

Science increased from 34% to 47% showing the greatest increase. The school used a Science Coach to support the teachers and students.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern is attendance.

#### Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ELA
2. Math
3. Social-Emotional Learning
4. Attendance
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	ELA Learning Gains
<b>Rationale</b>	2019 FSA data indicates ELA Learning Gains declined to 38% in 2019 from 59% in 2018.
<b>State the measurable outcome the school plans to achieve</b>	Increase overall ELA Learning Gains from 38% to 62% and LQ25 Learning Gains from 48% to 55%.
<b>Person responsible for monitoring outcome</b>	Scott Lifvendahl (shlifven@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Teacher led small group instruction
<b>Rationale for Evidence-based Strategy</b>	According to John Hattie, small group instruction has a .49 effect size.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administer I-Ready Diagnostic to establish baseline data</li> <li>2. Review L25 data to ensure proper placement of students for ESE, ESOL, and intervention support</li> <li>3. Conduct weekly collaborative planning sessions to plan and adjust instruction and develop teacher knowledge and skills in standards based instruction</li> <li>4. Conduct learning walks with academic coach during small group instruction</li> <li>5. Monitor small group instruction through ongoing Administrative walk-throughs and feedback</li> <li>6. Conduct weekly PLC data chats focused on standards, student grouping, intervention, and make adjustments as needed.</li> <li>7. Conduct data chats focusing on ELA levels of the L25 and differentiation of instruction.</li> <li>8. Provide training and support in intervention resources and new curriculum from content area specialist</li> <li>9. Provide opportunities for ESE and General education teachers to co-plan for differentiation and support delivery of services.</li> <li>10. Identify any students in the sub-groups in need of remediation and offer them first priority in extended learning opportunities.</li> <li>11. Training teachers on the use of iReady data to guide instruction and systems of support.</li> </ol>
<b>Person Responsible</b>	Scott Lifvendahl (shlifven@volusia.k12.fl.us)

<b>#2</b>	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	Based on an analysis of the data, overall learning gains in math decreased -11% from 58% in 2018 to 47% in 2019.
<b>State the measurable outcome the school plans to achieve</b>	Increase overall Math Learning Gains from 47% to 58% and LQ25 Learning Gains from 36% to 50%..
<b>Person responsible for monitoring outcome</b>	Scott Lifvendahl (shlifven@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Teacher-led small group instruction
<b>Rationale for Evidence-based Strategy</b>	According to John Hattie, small group instruction has a .49 effect size
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administer I-Ready Diagnostic to establish baseline data</li> <li>2. Review LQ25 data to ensure proper placement of students for ESE, ESOL, and intervention support</li> <li>3. Conduct weekly collaborative planning sessions to plan and adjust instruction and develop teacher knowledge and skills in standards based instruction</li> <li>4. Conduct learning walks with academic coach during small group instruction</li> <li>5. Monitor small group instruction through ongoing Administrative walk-throughs and feedback</li> <li>6. Conduct weekly PLC data chats focused on standards, student grouping, intervention, and make adjustments as needed.</li> <li>7. Provide training and support in intervention resources and new curriculum from content area specialists</li> <li>8. Conduct data chats focusing on the Math levels of the L25 and differentiation of instruction.</li> <li>9. Provide opportunities for ESE and General education teachers to co-plan for differentiation and support delivery of services.</li> <li>10. Identify any students in the sub-groups in need of remediation and offer them first priority in extended learning opportunities</li> <li>11. Training teachers on the use of iReady data to guide instruction and systems of support.</li> </ol>
<b>Person Responsible</b>	Scott Lifvendahl (shlifven@volusia.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Social-Emotional Learning
<b>Rationale</b>	Based on data there was a decrease in discipline referrals with limited implementation of the Sanford Harmony. With full access to the curriculum teachers will teach SEL daily resulting in more academic time on task.

<b>State the measureable outcome the school plans to achieve</b>	Increase in academic achievement, decrease in discipline referrals, and improved relationships.
<b>Person responsible for monitoring outcome</b>	Scott Lifvendahl (shlifven@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Implementation of SEL curriculum
<b>Rationale for Evidence-based Strategy</b>	The research indicates that SEL interventions that address CASEL's five core competencies, as implemented through the Sanford Harmony curriculum, increase students' academics by 11 percentile points compared to students who do not participated in SEL programs. Implementation of the Sanford Harmony curriculum has shown to increase student's academic performance by 13%.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide teachers and staff with training, tips, and support for implementing Sanford Harmony</li> <li>2. Monitor the teachers for implementation of the Sanford Harmony SEL curriculum with fidelity through on-going administrative walk-throughs and feedback.</li> <li>3. During PLC, review discipline data on a monthly basis for trends and next steps</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Stinette Benton (sdbenton@volusia.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

The school will provide opportunities to involve parents in their child's education. Stakeholder involvement is a key priority of our school's leadership team, and to meet these needs, Blue Lake hosts a variety of academically themed and social events throughout the school year. These events are hosted by the PTA as well as teachers who make the experience applicable to content areas, state standards, and school and community needs. To ensure and encourage parent and community participation, the school uses Connect Ed, social media and the school marquee to remind parents of events. Our school has an active PTA that meets monthly to encourage all stakeholders to participate in planning and supporting the needs of our school. Our school has an active Student Advisory Council (SAC) which meets to ensure stakeholder involvement in the decision-making process involving the expenditures of our SAC funds provided by the State of Florida. The SAC team reviews, discusses, and amends the School Improvement Plan (SIP), provide input into the development of the Parent and Family Engagement Plan (PFEP) and Student Compact. In addition, parents are invited to attend Annual Title 1 meetings which are held twice a year. These meetings are held to inform parents about Title 1. All of these are a way for the school and families to develop a collaborative partnership working toward the common goal of supporting students and increasing academic achievement.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school has implemented a school wide social emotional curriculum using Sanford Harmony. Teachers conduct morning meetings called "meet up/buddy up" to focus on the skill of the week. In addition, students receive additional support through guidance every other week. Students in need of more intensive support are provided Tier 2 or Tier 3 interventions from the SEL TOA. Students in need of individual support have their needs met through individual counseling and support from the school counselor, SEL TOA, or administration.

For students requiring more intensive support, a Check-In/Check-Out mentoring system is available for students that need a morning and afternoon mentor for behavior and academic improvement. Partnerships with outside agencies such as Adapt and House Next Door are in place to provide students with additional social emotional support.

Blue Lake has established a mentoring program to serve students who are in need social-emotional support beyond what is provided at the school. Community members and school staff serve as mentors. Great effort is made to ensure students and mentors are appropriately matched.



**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to

promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate

coordination of programs and for shared expectations for children's learning and development as the

children transition to elementary school.

- Assisting in the development of a systematic procedure for transferring, with parental consent, Head

Start program records, for each participating child to the school in which such child will enroll.

- Collaborating and participating in joint Professional Development, including transition-related

training for school staff and Head Start staff when feasible.

- Coordinating the services being provided by Head Start with services in elementary schools.

- Providing to the Head Start agency local public school policies, kindergarten registration and other

relevant information to ease the transition of children and families from Head Start.

Students with disabilities attend articulation meetings at the end of the school year with the middle school. The school counselor coordinates with the middle school to provide information for families and students transitioning to middle school. Incoming kindergarten students attend Buddy Day in May to assist with their transition to elementary school. Back to school night provides teachers, students, and parents the opportunity to review classroom and school expectations.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The SIP is data driven and focuses on content areas and specific student populations. MTSS is a data-driven framework seeking to find solutions/resources matched in intensity to student needs. The framework follows the district's eight-step problem solving process, centered on Rti. The SIP is based on a strategic analysis of data and identified resources are matched to the needs of the students/school. MTSS based SIP results in determining the areas of significant need and a plan that can be addressed based on existing resources.

Title I Part A Collaboration with outside agencies that provide services to targeted children and their families for activities and services beneficial to the students as they move towards graduation.

Programs supported by Title I at Blue Lake Elementary School:

Supplemental materials and supplies

- Supplemental funds for ongoing staff development

- Academic Intervention Teachers to provide academic interventions for students
- Technology

Currently there are no students registered has migrant for Blue Lake Elementary.  
Title I, Part D No students require services

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL staff provide ongoing support to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, interventions and enrichment as they move toward graduation.

#### Title X- Homeless

Collaboration with the district's Title X Coordinator, to meet the needs of homeless students.

#### Supplemental Academic Instruction (SAI)

Remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

Student Mentoring Program

Peer Mediation Program

Suicide Prevention Program

Bullying Program

Red Ribbon Week

#### Nutrition Program

Free and Reduced Meal Plan

Dental Program

#### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Blue Lake and Stetson University have established a partnership to support aspiring teachers with field experiences to support their field of study. A representative from Stetson University serves on the SAC committee. Stetson University also provides student volunteers for school events such as Black History Month.

Several vendors provide supplies and participate in school spirit nights which are connected to an academic area (Math Night at Publix, Reading night, Science Night with Museum of Arts and Sciences, etc). Local businesses (Krispy Kreme, Dunkin Doughnuts, Chick Fil A, Moes) and churches partner with the school providing support such as school supplies (Jewish Federation, Victoria Park Women's League), clothing, food drives and other community services.